

R E P O R T R E S U M E S

ED 010 774

SP 000 630

A SURVEY OF PERSONNEL WELFARE PROVISIONS FOR PUBLIC SCHOOL TEACHERS...IN PUBLIC SCHOOL SYSTEMS ENROLLING 6,000 OR MORE PUPILS.

BY- BURTON, DONALD B.

AMERICAN FEDERATION OF TEACHERS, CHICAGO, ILL.

REPORT NUMBER 66

PUB DATE MAR 66

EDRS PRICE MF-\$0.09 HC-\$0.96 24P.

DESCRIPTORS- *TEACHING CONDITIONS, *PERSONNEL POLICY, PUBLIC SCHOOL TEACHERS, UNIONS, *TEACHERS, *WELFARE, CHICAGO

TO PROVIDE TEACHERS WITH INFORMATION FOR USE IN NEGOTIATION WITH BOARDS OF EDUCATION, DATA ON FRINGE BENEFITS AND WORKING CONDITIONS FROM 415 OF THE 600 SCHOOL DISTRICTS IN 48 STATES THAT ENROLL AT LEAST 6,000 PUPILS ARE PRESENTED. FRINGE BENEFIT INFORMATION COVERS SICK LEAVE, PERSONAL OR EMERGENCY LEAVE, SABBATICAL LEAVE, SEVERANCE OR TERMINAL PAY, AND INSURANCE PROGRAMS. WORKING CONDITIONS DISCUSSED INCLUDE DUTY-FREE LUNCH PERIODS, TEACHER AIDES, LENGTH OF SCHOOL YEAR AND SCHOOL DAY, AND ASSIGNED HOURS PER TEACHER PER DAY. AMONG THE MAJOR FINDINGS WERE (1) 60 PERCENT OF THE SCHOOL SYSTEMS ALLOW 10 DAYS OF SICK LEAVE PER YEAR, AND 15 PERCENT ALLOW 15 DAYS, (2) 58 PERCENT PROVIDE A FULLY PAID PERSONAL OR EMERGENCY LEAVE, (3) 70 PERCENT OF THE EARNED SABBATICALS WERE NEVER GRANTED IN THE 219 SCHOOL SYSTEMS THAT PROVIDE FOR PAID SABBATICALS, (4) ABOUT 10 PERCENT OF THE SCHOOL DISTRICTS HAVE PROVISIONS FOR SEVERANCE PAY, (5) 42 PERCENT OFFER HOSPITAL INSURANCE, AND (6) 59 PERCENT OF THE ELEMENTARY SCHOOLS, 65 PERCENT OF THE JUNIOR HIGH SCHOOLS, AND 67 PERCENT OF THE SENIOR HIGH SCHOOLS HAVE A 30-MINUTE, DUTY-FREE LUNCH PERIOD, (7) 41 PERCENT OF THE SCHOOL SYSTEMS HAVE SOME TEACHER AIDE PROGRAM, AND (8) 190 DAYS OF TEACHER ATTENDANCE IS GENERALLY CONTRACTED FOR. (LC)

SP
000630

SP
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

387
copy 1

Q 10

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

ED010774

American Federation
Teachers AFL-CIO



TEACHERS' WELFARE PACKAGE

MARCH
1966

**A SURVEY OF PERSONNEL
WELFARE PROVISIONS
FOR
PUBLIC SCHOOL TEACHERS**

**... in Public School Systems
Enrolling 6,000 or More Pupils**



DONALD B. BURTON

Researcher

American Federation of Teachers, AFL-CIO

25  27

March
1966

INTRODUCTION

This survey of fringe benefits and working conditions was conducted because union teachers demanded factual information for use in making intelligent presentations to boards of education.

Data for the welfare provisions study came from 413 school systems out of a total of 600 surveyed in school districts enrolling 6,000 students or more. The section on insurance programs was part of a separate survey (the AFT Annual Salary Survey) which included 586 school systems out of a total of 1,200 in school systems enrolling 6,000 students or more.

The validity of the welfare provisions study was reinforced by sending the questionnaire to 600 local affiliates of the AFT. The responses were used as a double check against erroneous replies; thus many discrepancies were discovered and corrected.

My sincere appreciation is extended to the many union teachers and superintendents who took the time to answer another questionnaire. And to Pete Schnauffer, Pat Strandt, and Robert Porter of the national staff, I am deeply grateful. Their special talents enhanced the study well beyond its raw form. Finally, to my able secretary, Evelyn Thomas, I owe my thanks for great skills and perseverance.

Donald B. Burton

CONTENTS

PERSONNEL WELFARE PROVISIONS FOR PUBLIC SCHOOL TEACHERS

PART I

FRINGE BENEFITS

	Page
Sick Leave	5
Personal or Emergency Leave	6
Sabbatical Leave	7
Severance or Terminal Pay	10
Insurance Programs	11

PART II

WORKING CONDITIONS

Duty-Free Lunch Periods	13
Teacher Aides	14
Length of School Year	16
Length of School Day	17
Assigned Hours Per Teacher Per Day	19

Page Four

PART I

FRINGE BENEFITS

SICK LEAVE PROVISIONS

Responses from 413 school systems in 48 states and the District of Columbia showed all school systems provided fully-paid sick leave for their employees. Although a broad range existed among states and within some states, the most common yearly allowances were **10 days** and the mode of accumulative leave was **unlimited**. State laws govern most of these provisions to the extent of setting mandatory minimums; subsequently, state laws are the major factor in classification of sick leave benefits.

YEARLY SICK LEAVE

Of the 413 school systems enrolling 6,000 students or more, 60% allowed 10 days per year. The next most common provision was 15 days, which comprised 15% of the sample. The remainder of the responses (except those who listed a combination of sick leave days with full and half pay) were scattered from **one day** to **unlimited** and represented, separately, only a negligible amount. (Six per cent of the responses were grouped below 10 days sick leave. 5% ranged from 11 through 14 days, and 1½% gave more than 15 days). Eleven per cent of the school systems provided for a yearly number of sick days with full pay and additional sick leave with half pay. These ranged from a system with five days at full pay and five days at part pay to another having 200 days at full pay and 100 days at part pay.

CUMULATIVE SICK LEAVE

The most common accumulation of leave was **unlimited**, representing 31% of the 385 districts responding to this question. Sixteen per cent of the school districts allowed 90 days and each of the remainder amounted to less than 10% of the total (60 days, 5%; 100 days, 4%; 120 days, 9%; 150 days, 4%; 180 days, 5%). Twenty per cent of the responses ranged from five days to 200 days accumulated sick leave with none of the categories representing more than 2% of the total responses. Only 5% gave a combination of full pay and part pay.

STATE INFLUENCES

State legislation in this area promotes uniformity among the school districts in a state. Kentucky has a state law that forbids a school system to allow **more** than 20 days sick leave accumulation. New Jersey, California, and North Carolina laws require unlimited sick leave. Some mandatory minimums are:

State	Yearly	Cumulative
Alabama	9	45
Connecticut	15	90
Florida	10	120*
Illinois	10	60
Indiana	10** (then 7)	90
New York (Excl. NYC)	10	150
Oregon	10	100
Pennsylvania	10	Unlimited***
Tennessee	10	40
Washington	10	180

*Only 80 can be used in one school year

**Ten the first year of teaching, seven every year thereafter

***Only 30 can be used in one school year

The American Federation of Teachers supports a minimum of 15 days per year with unlimited accumulation of sick leave days.

Personal or Emergency Leave

A total of 240 (58%) school systems provide for fully-paid personal or emergency leave, 147 provide none, and 26 give no response from a total of 413 school systems. The question asked respondents **not** to include this kind of leave if it were deducted from sick leave.

Fifty-eight per cent of these leaves are given automatically, 38% require "suitable reasons," and 4% require reasons for some leaves but grant automatic leaves for others.

An identical frequency exists for the number of leaves allowed for two and three days, but even this is not significant due to similar distributions as shown below:

Number of Days	Number of Respondents
1	35
2	48
3	48
5	43
6	20
(10 Others)	38
(No Response)	8
Total	240

A question remains as to the number of leaves that are really automatic. A follow-up check with local AFT presidents reveals many contradicting opinions concerning the "automatic" phase of school policies regarding personal or emergency leave.

Sick leave should be maintained for reasons of illness or injury. For those teachers who must attend funerals, appear in court, transact legal business, change residence, or miss school for similar compelling reasons, deduction of needed sick leave seems unfair.

Sabbatical Leave

DEFINED

A distinction exists between a sabbatical leave and a leave of absence; the former is paid, the latter is not. This section includes only those leaves with pay and so labeled "sabbatical."

INTRODUCTION

Of the 413 responding school systems, each enrolling 6,000 students or more, a total of 58% had provisions for paid sabbatical leave. These 242 school systems are categorized by size in the following table:

Enrollment	Number of District Responses	Number Having Sabbaticals	%
Over 25,000	83	53	63
12,000-24,999	120	69	57
6,000-11,999	210	120	57
Totals	413	242	58%

ELIGIBILITY

Almost 75% of the school systems granting sabbatical leaves for study or travel require seven years prior service. Generally, this means consecutive years service in that particular school district. The other service requirements range from four years, as in Columbia, Mo., and Fairfax County, Va., to 12 years in New Orleans and St. Tammany Parish, La., for a full-year sabbatical. A sabbatical for rest or health reasons generally requires 15 or 20 years service in the district. There are no significant differences among sizes of school systems on this regulation.

BASIS FOR GRANTING SABBATICAL

Over half of those districts reporting sabbaticals use a percentage of certified personnel as a basis for granting such leaves. These are divided almost equally between 1% or 2% bases. Less than 20% of the remaining school systems have more lenient allowances, ranging from 3% to 10% of the certified personnel. (New York City, with 10%, has the highest percentage rate, although these are semester leaves only. One-year leaves are available in New York City for rest only.) The following chart shows the various methods for determining the number of leaves to be granted:

Basis for Grant	Responses	%
Percentage of Certified Personnel	126	52
Fixed Number of Staff	37	15
Fixed Budget Amount	9	4
Arbitrary Selection by the Superintendent and the Board of Education	39	16
No Response or Non-Classifiable	31	13
Totals	242	100%

SALARY DETERMINATION

School systems that provide for sabbatical leave usually pay teachers in one of two ways: (1) half of the regular salary, or (2) the difference between the teacher's regular salary and the salary of the substitute. There are many variations to the second method such as guaranteeing the teacher a minimum amount of money or, conversely, limiting the amount of money that the teacher can earn.

Three-fourths of the responding school systems pay the teacher one-half of the employee's scheduled salary. Not one school district allowed full pay for a full-year sabbatical, but 10% would give full pay for one semester. A few districts allowed $\frac{3}{4}$ of the regular salary for a one-semester leave.

APPLICATION DATES

School systems vary considerably in their deadline dates for submitting a sabbatical application. The months from November to May, inclusively, were equally quoted, while the other five months were rarely or never cited.

REGULATIONS ON RETURNING TO THE DISTRICT

A total of 82% of those school systems responding to this question required those teachers returning from a sabbatical leave to remain in the school system for one or two years, or else forfeit sabbatical leave salary. Fifteen per cent had a three-year regulation.

HOW THE ABSENCE IS COUNTED

Almost all districts having sabbaticals gave full credit to the teacher for the year of absence, particularly in reference to salary increments, retirement credits, tenure, sick leave accumulation, and seniority.

SABBATICALS GRANTED DURING 1965-1966

Superintendents from 219 school systems who answered this question said that 2,589 sabbaticals were granted during the 1965-66 school year. This may sound like a large number, but it fell far short of the "available" number of sabbaticals.

The number of sabbaticals available to teachers in the 219 school systems totaled 8,329. In other words, nearly 70% of the "available" sabbaticals were never granted in these school systems.

There were only 15 of the 219 school districts that actually granted their own maximum number of allowable leaves.

AFT POLICY AND INTERPRETATION

The AFT has long supported the policy of sabbatical leaves for study, travel, or other reasons with not less than full salary for a half-year and half-salary for a full year. In addition, teachers should retain those full pension benefits and salary rights to which the teacher would have been entitled in regular employment, and the teacher should be guaranteed return to his regular position and place of employment unless a change is made by mutual consent.

There were several implications of this study that stemmed from the small number of teachers who actually took a sabbatical. Obviously, many teachers never even request a sabbatical leave. More importantly, why? Perhaps a number of reasons can be inferred.

The average salary of all teachers for 1965-66 is \$6,500. According to the Department of Labor, this is an "adequate but modest" sum for a family of four in the urban centers. Give a teacher half that amount to study or travel and part of the question has been answered.

Second, some teachers disqualify themselves by changing school districts. Since normal eligibility requires seven consecutive years in the same school system, a number of teachers may never qualify for a leave. It is hard to understand why a teacher is forbidden to transfer his cumulative years of experience to other school systems. If the purpose of a sabbatical is to better equip the teacher to teach, then it follows that the sabbatical would benefit any school system which employed these persons. And to penalize a teacher for moving to another school system appears inconsistent with current trends of occupational and residential mobility.

Third, the deadlines for applying are unrealistic. How can a teacher have his travel itinerary completed six to nine months prior to his scheduled departure? Or how can a teacher know his course of study, the institution to be attended, etc., if he hasn't been accepted by an institution yet? Or further, how many teachers know months in advance whether or not they can even afford a sabbatical?

If a school district budgets for 2% of the faculty or sets aside \$50,000 for sabbaticals, then the early deadlines only serve as a form of harassment. If the money has been budgeted, it behooves the administration to see that it is used.

Severance or Terminal Pay

School systems in 17 different states have severance or terminal pay provisions. This type of fringe benefit should not be confused with state retirement systems. Severance pay means that a school system will provide for added compensation upon retirement based upon accumulated unused sick leave, years of teaching service, a combination of the two, or a flat cash grant upon leaving the employment of the school district.

Slightly more than 10% (43 of 413 districts) of the sampling had such a provision:

Enrollment	Respondents	Yes	%
Over 25,000	83	14	17
12,000-24,999	120	18	15
6,000-11,999	210	11	5
Total	413	43	10%

The State of Michigan had almost $\frac{1}{3}$ (14) of the total and was the only state where the benefit was widespread. Most school systems (86%) base the severance pay upon unused sick leave. A teacher could receive a considerable sum of money if sick leave accumulation were unlimited, but in states where unlimited sick leave is common, severance pay is illegal.

In states where severance pay is legal, school systems generally give $\frac{1}{4}$ to $\frac{1}{2}$ of the daily rate of pay times a maximum number of accumulated unused sick leave days.

Perhaps it would be more feasible to pay teachers on the basis of years service in the school system. The American Federation of Teachers recommends five days severance pay for each year of teaching experience.

Teachers should be encouraged to remain at home when they are ill. Many teachers attend school to maintain their accumulation of sick leave even though they are sick.

Hospitalization and Life Insurance

In a separate AFT study of 586 school systems enrolling 6,000 students or more, it was found that 53% of the sample offered some kind of insurance program. These group plans included hospital or health, medical-surgical, major medical, health and accident, disability, and life insurance programs. The majority of these school systems do **not** contribute toward premium payments, although this varies considerably according to sizes of school systems and the type of coverage offered. But the trend indicates increased coverage and more of the total premium being shared by the school district.

The following tables will show the distribution by size of school system for the two most popular coverages — hospitalization and life insurance.

SUMMARY — HOSPITALIZATION COVERAGE

A total of 42% of the 586 school systems offer hospitalization insurance to employees, and 4% extend this coverage to the entire family. School districts pay part or full coverage in 1/3 of these districts, with the largest school systems accepting the greater responsibility.

HOSPITALIZATION

Enrollment	Systems Reporting	Systems with Plan	Per Cent	Systems Paying for Employee				Systems Paying for Family	
				Full Pay N	Partial Pay %	Full Pay N	Partial Pay %	Full Pay	Partial Pay
Over 25,000	109	50	46	15	(14)	28	(26)	1	1
12,000-24,999	166	69	42	24	(14)	29	(17)	0	6
6,000-11,999	311	129	41	37	(12)	61	(20)	3	11
Totals	586	248	42%	76	(13%)	118	(20%)	4	18

SUMMARY — LIFE INSURANCE

A total of 18% of the school systems offer life insurance on a group basis, with 15% paying part or all of the premium. Under most of these plans, coverage amounts to only \$1,000 to \$3,000 face value, and in only a negligible number of districts is it extended to the employees' dependents. Again, the larger school districts participate more significantly than the smaller school systems in these insurance programs.

LIFE INSURANCE

Enrollment	Systems Reporting	Systems with Plan	Per Cent	Systems Paying for Employee				Systems Paying for Family	
				Full Pay N	Partial Pay %	Full Pay N	Partial Pay %	Full Pay	Partial Pay
Over 25,000	109	31	28	8	(7)	19	(17)	0	0
12,000-24,999	166	30	18	10	(6)	12	(7)	0	0
6,000-11,999	311	46	15	16	(5)	23	(7)	0	3
Totals	586	107	18	34	(6%)	54	(9%)	0	3

PRIVATE COMPANIES AND PUBLIC SCHOOL SYSTEMS

In a 1963 sampling of 752 companies, the Bureau of Labor Statistics (BLS) found that over 90% of the companies provided life insurance and hospitalization (including medical and surgical benefits) for their nonproduction employees; 60% provided major medical coverage; 50% had sickness and accident insurance, and over 90% paid toward pension or retirement benefits.* All plans provided for company contributions.

The BLS also describes these plans as a per cent of basic salaries, as follows:

*Supplementary Compensation for Nonproduction Workers, 1963. U.S. Department of Labor, BLS, Bulletin 1470, Superintendent of Documents, Government Printing Office, Washington, D.C., December, 1965.

Benefit	Per Cent of Basic Salary
Retirement programs	7.4
Life insurance, accidental death and dismemberment insurance, and death benefits	.9
Hospitalization, surgical, and medical plans, and sickness and accident insurance	1.6

The above table does not take into account employee contributions.

If we apply these rates to the average teacher's salary in school systems enrolling 6,000 students or more for 1965-1966, \$7,237, as computed by the AFT Research Department, then it can be seen what the fringe benefit practices of public education would be if comparable to private industry.

Retirement plans	@ 7.4% of \$7,237 = \$535.54
Life insurance	@ .9% of 7,237 = 65.13
Health plans	@ 1.6% of 7,237 = 115.79

In many states the employee has the option to choose, or is automatically covered by, Social Security. If this is the case, the employee may receive a contribution by his employer for the amount of \$277.20 credited to his Social Security account (4.2% x \$6,600—the maximum for 1966-1967). Otherwise, the employer generally contributes a much smaller amount toward the employee's retirement fund.

Regarding life insurance and hospitalization, very few school systems offer a comparable package. The AFT recommends fully-paid insurance for teachers by the board of education, the kinds of insurance to be decided by the teachers.

PART II

WORKING CONDITIONS

Duty-Free Lunch Period

The AFT believes that all teachers should be allowed a minimum of 30 minutes for lunch, free of any supervisory or administrative duties. In an effort to determine the number of school systems that have met this minimum standard, the survey question asked for a division by elementary, junior high school, and senior high schools, and whether 100% of the teachers at each level were given at least 30 minutes of duty-free lunch time.

Results show that 59% of the elementary schools have a 30 minute duty-free lunch period, as compared with 65% for junior high, and 67% for senior high. By size of district, systems having 25,000 students or more are the most progressive with 69% having a 30-minute duty-free lunch period. A complete classification with appropriate percentages is shown below:

Duty-Free Lunch Period *

	Over 25,000 Students			12,000-24,999 Students			6,000-11,999 Students			Totals		
	N	Yes	%	N	Yes	%	N	Yes	%	N	Yes	%
Elem.	68	40	58	102	55	53	160	102	63	330	197	59
J. H.	57	43	75	100	60	60	154	102	66	311	205	65
H. S.	70	52	74	103	62	60	161	111	68	334	225	67
Totals	195	135	69%	305	177	58%	475	315	66%	975	627	64%

*The high number (N) of responses is due to counting for each level of schooling within a school district. If a school system had elementary, junior high, and senior high schools, it would be counted three times.

One out of every three school systems still does not have all teachers on a 30-minute duty-free lunch period. Many schools do not have any teachers on a duty-free lunch hour; this is most typical in the South.

Teacher Aides

Due to the trend to reduce the number of non-teaching duties of teachers and to provide more time for professional teaching, various school systems have hired or utilized non-teacher personnel to assist in the educational enterprises. The title of **teacher aide** has been popularly used to describe these lay people, although much of their work only indirectly benefits the teacher.

Under Title I of the Elementary and Secondary Education Act of 1965, among other things, federal funds were made available to encourage school districts to hire teacher aides. Some school systems have already hired lay people to work in the schools; others are presently waiting for approval of their applications. A few school systems have made use of the Neighborhood Youth Corps program.

Duties of the teacher aide vary widely; the more popular uses are related to clerical or supervisory functions. Some of these teacher aides supervise children in pre-school classes, libraries, buses, playgrounds, cafeterias, and study halls. Others relieve English teachers by reading theme papers, and are known as "lay readers." Others type tests or record grades, hand out milk, collect monies, or work with special education students.

A study of 413 school systems shows that 41% of the school systems have some kind of teacher aide program, although the vast majority employs just a few people. Of the 173 school systems which have the program, a total of 5,842 persons are working part-time or full-time in 35 different states and the District of Columbia. Over half of these teacher aides work in school systems with 25,000 or more students. And over half of all teacher aides assist in the elementary schools.

These figures do not include the City of New York because its school officers compute data on the basis of hours worked per week. Latest figures show 21,725 hours per week in the secondary schools, 14,000 hours in the junior high schools, and 12,000 hours in the elementary schools. This reverse composition, as compared with national figures, may be due to the many special schools on the secondary level in New York City. **The most advanced collective bargaining agreement for teachers in the nation undoubtedly accounts for the immensity of the New York City teacher aide program.**

Most of the states are just beginning to utilize teacher aide programs, although California, New York, Illinois, Michigan, Washington, Oregon, and Florida have relatively widespread use of teacher aides. A distribution by size of school system is shown below:

Teacher Aides						
Students	Systems	Elem.	J.H.	H.S.	Totals	%
25,000 and over	45	1,881	577	761	3,219	55
12,000-24,999	50	702	180	177	1,059	18
6,000-11,999	78	777	268	519	1,564	27
Totals	173	3,360	1,025	1,457	5,842	
Per cent		57	18	25		100

INTERPRETATION

Many teachers never have assistants even when their school employs them. Such assistants are often diverted to central office use or perform tasks that may improve certain conditions within a school, but the great mass of teachers is not relieved of the traditional, menial, non-teaching burdens.

Perhaps the best example of a useful teacher aide function is that of English lay readers. This kind of assistance has long been needed by the most overworked class of teachers in the public schools. However, for those English teachers who are fortunate to have efficient help, the decrease in outside work hours probably reduces their work load only to a parallel with other teachers. Additional reduction of those extra hours is needed to allow expertise to flourish in the classroom.

Some school systems (admittedly so) only use "teacher aides" when "classes become too large" or "when classes get over 40." So a teacher aide in a grossly overcrowded classroom tends to increase the work of the regular teacher, not reduce it.

Ten more students means 10 more to plan for, give individual attention to, discipline, test, grade, record, and evaluate—plus 1½ more ulcers per year. And this situation fosters the use of teacher aides to perform teaching tasks. Extreme caution should be exercised to see that no teaching is performed by non-certificated personnel.

Length of School Year

Length of school year for teachers can be measured in several different ways. One can measure: (1) the total number of days a teacher can be required to work which generally amounts to 10 months total time; (2) the maximum number of teacher attendance days for which regular pay is granted; (3) the number of teaching and non-teaching days that a teacher is required to be on duty; or (4) the actual number of teaching days with pupils in attendance.

For this particular study number 2 above was used. This figure is the maximum number of days that a teacher can be required to teach, under the contract salary, for the school year 1965-1966. It is the only figure that is known in advance of terminating a school year except number 4 which excludes teacher duty on non-teaching days.

Results indicated that state legislatures and boards of education generally choose the number of attendance days for teachers in multiples of five. The most common were 180, 185, 190, 195, and 200 days.

The majority of school systems with student enrollment under 25,000 tends to choose 190 days or less for a contract year. School systems with over 25,000 students generally contract for 190 days or more.

The distribution ranged from 175 days to 202 days, and from the total of 379 responses, there were four highly significant plateaus, as follows:

180 days=16% of total responses
185 days=16% of total responses
190 days=17% of total responses
200 days=12% of total responses

61%

There is ample evidence to show that various states and many boards of education have steadily whittled away the seemingly forgotten three-month summer vacation. Teachers are now called upon to teach well into June, and for some school systems, all of June. Just this last year the State of Illinois added five more days for the teacher in case inclement weather or "acts of God" close the schools. These days would be with no extra pay. If the former law had been retained, teachers would have had to be paid for any attendance beyond 180 days. Now the teachers in Illinois can be forced to work five extra days at no extra pay. What other "profession" is subject to such treatment?

Length of the School Day

The question was asked, "How many hours are there in a contract day for academic teachers?" This was clarified as the total hours between the required time to be at school in the morning and leaving time in the afternoon. The answers do not include coaching hours or other extracurricular time, but they do include preparation periods and lunch periods.

The responses ranged from five to eight hours per day and were categorized by quarter hours ($5\frac{1}{4}$, $5\frac{1}{2}$, etc.). The following data show those categories with the most significant frequencies.

School Systems with 25,000 Students or More

	Hours Per Day	N	% of Responses
Elementary (N—72)	7	15	21
	7½	19	26
Total		34	47%
Junior High (N—61)	7	10	16
	7½	15	25
	8	7	11
Total		32	52%
Senior High (N—78)	6	9	12
	7	15	19
	7½	18	22
	8	9	12
Total		51	65%

School Systems with 12,000-24,999 Students

	Hours Per Day	N	% of Responses
Elementary (N—107)	6½	11	24
	7	21	20
	7½	26	24
	8	11	10
Total		69	64%
Junior High (N—102)	7	25	25
	7½	20	20
	8	16	15
Total		61	60%
Senior High (N—102)	7	20	20
	7½	24	24
	8	17	16
Total		61	60%

School Systems with 6,000-11,999 Students

	Hours Per Day	N	% of Responses
Elementary (N—165)	7	47	29
	7½	29	18
	8	26	15
	Total	102	62
Junior High (N—158)	7	48	31
	7¼	20	13
	7½	27	17
	8	29	18
	Total	124	79
Senior High (N—162)	7	48	30
	7¼	22	14
	7½	29	18
	8	32	19
	Total	131	81

The length of the school day is correspondingly higher by level of education and by size of school district. Exceptions can be cited from our very largest school systems, which generally have a shorter work day, but a longer school year, than smaller school districts.

The following table divides the responses by level of education and by size of school system. The data are then classified by school systems having seven hours or less in a school day and those having 7¼ hours or more in a school day.

Length of School Day*

	Over 25,000 Students				12,000-24,999 Students				6,000-11,999 Students				Totals			
	HOURS 7 or less %		7¼ or More %		HOURS 7 or less %		7¼ or More %		HOURS 7 or less %		7¼ or More %		HOURS 7 or less %		7¼ or More %	
Elementary	41	57	31	43	57	53	50	47	87	53	78	47	185	54	159	46
Junior High	28	46	33	54	51	50	51	50	72	46	85	54	151	47	170	53
Senior High	39	50	39	50	46	45	56	55	72	44	90	56	157	46	185	54
Totals	108	51	103	49	154	49	157	51	231	48	254	52	493	49	514	51

*Note that one school system could be counted three times if all three levels of education were offered in that school district.

Assigned Hours Per Teacher Per Day

1. Almost 50% of all teachers in school systems with 6,000 or more students have more than 5½ hours of assigned duty per day.
2. On the average, the larger the school district the more hours each teacher will have to work. An exception can be made for the very large school systems where teachers work fewer hours per day but more days per year.
3. Elementary school teachers have the most assigned time per day and the amount of assigned duties decreases the higher the level of schooling.

Assigned Hours Per Teacher Per Day

Enrollment	Elementary			Junior High			Senior High			Totals		
	5½ or less		More than 5½	5½ or less		More than 5½	5½ or less		More than 5½	5½ or less		More than 5½
	N	N	%	N	N	%	N	N	%	N	N	%
25,000 or more	25	39	(61)	31	32	(51)	38	33	(46)	94	104	(53)
12,000-24,999	42	61	(59)	60	43	(42)	66	41	(38)	168	145	(46)
6,000-11,999	68	91	(57)	88	76	(46)	96	65	(40)	252	232	(48)
Totals	135	191	(59)	179	151	(46)	200	139	(41)	514	481	(48)

EXPLANATION

One school system could be counted three times if all three levels of education were offered in that school district. This explains the high number of responses.

This study appears to refute the prior study on the length of the school day because the higher the level of education, the longer the school day. However, the results are clear and many elementary and junior high school teachers would concur that these figures are misleading. More important, they ask how much time must be expended for administrative, supervisory, and teaching duties during the school day?

The elementary school teacher and many junior high teachers are teaching in self-contained classrooms. They are required to supervise lunchroom and playground activities and to take part in many other school programs. The high school teacher normally has a five-class schedule with a homeroom and perhaps a study hall assignment. But the high school teacher generally has one free preparation period per day, whereas 60% of the elementary school teachers (from 322 school systems) have no free period at all.

So, contrary to the belief of many educators, elementary and junior high school teachers are assigned more supervisory, administrative, and teaching hours per day in spite of the fact that the length of their school day is shorter.

AFT Research Reports, 1965-1966

Survey of Teachers' Salaries, September, 1965. A comprehensive survey of teachers' salaries in 700 school systems with enrollment of 6,000 students or more. (Publication No. 84, \$1.50 for non-members, 35 cents for members.)

Take Three Giant Steps Forward. A description and analysis of the first three titles of the Elementary and Secondary Education Act of 1965. (Publication No. 176, \$3 per hundred.)

AFT Negotiates Best. A comparison of teachers' salaries in the 20 largest school systems. Each school system is identified by the teacher organization that represents it. (Publication No. 175, \$2 per hundred.)

Administrators and Supervisors in the AFT. A report and analysis of supervisory membership in the AFT and in other international unions. (Publication No. 128, 25 cents per copy.)

Less Than an Egg a Day. An analysis of the average salaries of teachers as compared with the salaries of other occupations. (Publication No. 181, 25 cents per copy.)

Would You Believe? A study of the contrast between union and non-union teacher salaries. (Publication No. 86, \$2.50 per hundred.)



**Published by the American Federation of
Teachers, AFL-CIO, 716 N. Rush St.,
Chicago, Ill. 60611
Publication No. 66
Price: 25 cents to members;
50 cents to non-members**